DOCUMENT RESUME

ED 421 692 CS 013 258

AUTHOR Bobrick, Mitchell
TITLE Project R.E.A.C.H. = Repeated Readings Enrichment through Audio Cassette Help.
PUB DATE 1998-05-00
NOTE 4p.; Paper presented at the Annual Meeting of the Sunshine State TESOL Convention (Fort Lauderdale, FL, May 1998).
PUB TYPE Guides - Classroom - Teacher (052) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Audiotape Recordings; Class Activities; Elementary Education; *Reading Difficulties; *Reading Instruction; *Reading Motivation; *Reading Strategies; Teacher Role
IDENTIFIERS *Repeated Readings; Self Monitoring

ABSTRACT

Noting that there are many strategies a teacher can use to increase motivation and confidence of students who avoid reading, this paper discusses the strategy of using repeated readings through audio support. After an overview, the paper discusses setting up the program. Three scenarios are presented: a student who does not like to read, a student who enjoys reading but reads slowly and has difficulty making sense of what is read, and the student who reads word by word and who has no other strategy than to ask for help on tricky words. Accompanying strategies and activities to consider when using the repeated readings technique are discussed. The paper concludes that, using repeated readings with audio support, students can become expert readers and can learn self monitoring and self correcting behaviors. (RS)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

Mitchell Bobrick

Project R.²E. A. C. H. =Repeated Readings Enrichment Through Audio Cassette Help

ED 421 692

OVERVIEW

Successful readers love to read. They find reading entertaining and an experience that helps to explain the world in which they live. Tangled readers avoid reading. They are often not provided with classroom opportunities to practice reading independently because they are slower at reading and/or completing a reading related task. Tangled readers often have few books at home and little motivation to seek out the public library or school media center for books.

Fortunately, there are strategies a teacher can use to increase motivation and confidence of these tangled readers so that they can find success. One such strategy is the use of repeated readings through audio support. Repeated readings is an approach that allows the student to listen to an audiotaped story as often as necessary to gain familiarity with the story. Once the student is familiar with the story, s/he reads the story until fluency is achieved. Depending on the length of text, the story can be practiced in sections, or listened to and read in its entirety.

SETTING UP THE PROGRAM

1. Identify children that will participate in the project. You can do this by observing reading behaviors and questioning students about their reading strategies, habits, and attitudes.

2. Meet with parents to explain the project and enlist their help and support. Explain how the extra practice everyday will help the child become a more successful student.

3. Devise a reading program for each child based on interests and areas of need. Include strategies that will develop the student's confidence, interest, and fluency in oral and silent reading.

4. Set up a folder or section of a notebook to monitor the student's progress and keep track of the various activities in which the student participates.

5. Provide classroom time to allow students to practice reading their stories using audio support when desired.

ACTIVITIES TO CONSIDER

The types of strategies and activities you develop for the students in the project will depend on the reading habits you observe as well as feedback students give you about reading. The following are *scenarios* of student behaviors and some of the strategies I used to assist students find success in reading. The strategies all make use of audio support as a scaffold for developing reading skills.

Scenario 1: The student doesn't like to read books in school because they are boring. Student profile indicates that he feels he reads poorly *out loud*.

Strategy: Assist the student by building confidence and motivation to read.

⇒ Accompany the student to the school media center or public library to select a book that interests him/her. The book should be short enough to read in about 15 minutes.

⇒ Read and record the book using good expression. Listen to the tape when you have finished to make sure it's clear and remains true to the text.

CS013258

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M. Bobrick
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

⇒ Teach the student how to use the tape recorder for listening to a story.

⇒ Provide time for the student to listen to the story in class while others are reading independently (Drop Everything and Read Time) and at home with the use of the tape recorder.

⇒ Ask the child to read the book out loud to you and then to his classmates when he is ready. The child can also read the book to children in lower grades in order to build confidence and purpose.

⇒ Repeat above steps with other books selected by the student.

Scenario 2: The student enjoys reading, but reads very slowly (word by word with choppy phrasing) and has difficulty in making sense of what is read.

Strategy: Assist the student by developing fluency as well as an ear for what makes sense.

⇒ Have student select a book that s/he would like to read.

⇒ Record the book for the student. On one side of the tape record the story from beginning to end. On the other side of the tape, record the story in segments using a sound to indicate that the segment is over (I use a rain stick).

⇒ Have student practice the segments of the story using repeated readings with audio tape support. Time the student's reading for one minute and graph the results to measure and display progress. Look for at least an 85-word -per -minute criterion rate to be reached within a one minute timing. This will assist with fluency.

⇒ Have student read in unison with the tape, teacher, or other fluent reader.

⇒ Ask questions (5W's, sequence, vocabulary) or have the student retell what has been read to check for comprehension.

⇒ Give the student practice with cloze passages from the text being read that require him/her to use the context to decide what would make sense.

⇒ Use cut outs of different size rectangles placed over the words within the text and have the student use his/her X-ray vision to decide what word would make sense within the passage.

Scenario 3: The student reads word by word and remains on the tricky word with only an appeal for help as a strategy.

Strategy: Assist the student in developing prediction and context clue skills as well as a heightened awareness of sense and self correction.

⇒ Have the student select a book that s/he would like to read.

⇒ Record the book for the student following the same guidelines as with student 1. However, with subsequent title selections, storytell the selection being sure to include a lot of detail and elaboration about the story elements.

⇒ Read the story to the student and stop after selected sections to have the student state what will happen next in the sequence of events.

⇒ Record about 75% of the book and have the student listen to and read the story to the end.

⇒ Have the student skip unknown words and read to the end of the sentence. Have the student return to the tricky part and ask himself/herself what word would make sense in the sentence.

⇒ Play X-ray vision cloze game with passages from the story.

SUMMARY

While there are an unlimited number of strategies to help tangled readers, the use of audio support as a scaffold allows many students to become reading experts. Through the use of audio support, students become more fluent in reading over time and can concentrate more on comprehension than on the decoding and encoding of words.

In addition, the use of audio support has the built in advantage of providing students with self monitoring behaviors since they have become so familiar with the recorded text. These self monitoring and self correcting behaviors are the ones we look for in our independent readers.

Another advantage I have found with the use of audio support is that it allows family members a way to participate in the child's learning.

While the use of repeated readings and audio support are not methods to be used in isolation, they are an important component of a reading program designed to develop a student's strengths and help the student march with confidence along the literacy continuum.

Mitchell Bobrick received his Master of Arts Degree in TESOL from New York University. He has been a teacher for seventeen years and currently teaches ESOL at West Gate Elementary School in Palm Beach County, Florida.